

# New Horizons School

Education Plan 2026-2029



## Accountability Statement for Three-Year Education Plan 2026/2029

Under the direction of the Board of Directors, the Education Plan for New Horizons Charter School commencing August 31 2026 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Charter Board approved the 2026/2029 Education Plan on May 20, 2026.



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Paul Jackson  
Board Chair



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Terry Moghrabi  
Superintendent

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### Mission Statement

The mission of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

### Vision Statement

New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.

### Philosophy and Educational Foundations

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children.

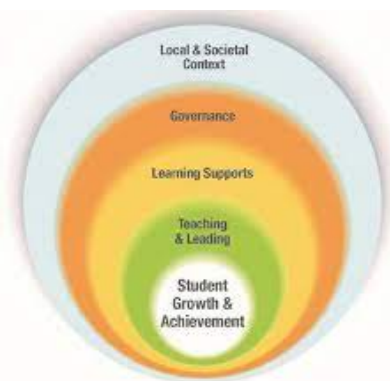
New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned centre of excellence that is respected locally, nationally and

sought after for its programming and professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

Above all, New Horizons School strives to provide a student-focused, safe, and supportive learning environment in which gifted students can succeed and be well-equipped to pursue whatever endeavours they choose in the future. The school program is designed to provide inclusive education and to consider appropriate pedagogy and students' individual characteristics. This allows for flexibility in grouping for instruction and activities. At times, students will be assigned to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill/knowledge mastery. These experiences are designed to facilitate students' development in leadership and mentorship, and to ensure that students can work with a range of individuals at varying levels of ability.

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## Assurance Domains



The New Horizons Education Plan outlines priorities aligned with the Alberta Education Assurance Framework.

New Horizons Charter School goals are integrated into the Assurance Domains of this document. Outcomes were measured using local and provincial assessment tools.

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## Alberta Education Business Plan Review

The Alberta Education (2025-2028) Business Plan has been reviewed and considered in the development of this plan. Evidence of consideration to Outcome 1.1, 1.3 and can be found within the Student Growth and Achievement Domain; Outcome 1.3, 3.1, 4.1, 4.2, and 4.5 can be found within the Learning Supports Domain. Outcomes 2.1, 2.2, and 2.3 can be found in the First Nations, Métis, and Inuit Student Success Domain. Outcomes not reflected here pertain to high school completion and Diplomas or child care, which are not relevant for our context.

## Key Insights

The New Horizons 2024-2025 Alberta Education Results Report (AERR) was key in the development of this Education Plan.

The AERR highlighted several ongoing strengths of the NHS. There was high staff engagement through surveys and our stakeholder forum. Results indicated a high level of staff satisfaction with our school's programming and operations. Parent engagement was high, and their input indicated high satisfaction, particularly regarding academic and social risk-taking. It was also noted that parents felt that their children were given opportunities to develop interdependence and collaboration skills at school.

An area of concern identified in the AERR for parents and students was the implementation of Individual Program Plans (IPP). As a result of this and in consultation with Alberta Education, we have implemented a new IPP model, which we are piloting in the 2025-2026 school year for students in grades 7-9.

Another key insight that informs this Education plan is the concern around student engagement, particularly as reported by students in grades 7-9. Feedback from the Grade 9 focus group regarding investigations led to the development of a new Independent Study model to be implemented in the 2025-2026 school year. This model gave students greater autonomy to explore their passion areas and demonstrate their gifts. The students showcased their research and learning in a school-wide event titled 'Investipalooza' with students and parents in attendance, and celebrated the hard work of the students.

Supporting students' social and emotional needs continues to be a priority for staff, students and parents, which has led to the expansion of our counselling services through the hiring of a .5 FTE school counsellor for the 2025-2026 school year. While we had to pivot our counselling plan to address changing needs and circumstances, supporting student mental health remains a priority. We will continue working toward increasing access to meaningful mental health supports and resources for our students and school community.

New Horizons School remains committed to implementing the Truth and Reconciliation Commission's (TRC) recommendations by embedding indigenous teaching and learning into our educational practice. While we have a few self-identifying First Nations, Métis, and Inuit students at NHS, we work to improve the educational outcomes for FNMI students through instructional supports that honour their identities and ensure equitable access to resources.

Overall, the data were considered favourable, with satisfaction levels maintained across all domains of the Alberta Assurance Measures Survey. We continue to see success around student achievement results through Provincial Achievement Tests at both grades 6 and 9, with students exceeding provincial averages in all areas. Our early Literacy and Numeracy Screens also demonstrate a high level of success, with the number of students requiring additional supports decreasing by 75% following targeted interventions.

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## Stakeholder Engagement

Stakeholder engagement is an essential component of New Horizons School's commitment to continuous improvement and accountability. The perspectives of students, parents, staff, and community members provide valuable insight into the effectiveness of our programs, services, and learning environment. While formal engagement activities provide important data and feedback, they represent only part of our comprehensive approach to stakeholder engagement. Information gathered through ongoing dialogue with families, students, staff, School Council, and community partners is regularly considered alongside survey and forum results. Collectively, these sources help inform decision-making and guide strategic priorities.

- Alberta Education Assurance Survey\*
- New Horizons School Board Created Survey\*
- Stakeholder Forum held in February 2026\*
- Provincial Achievement Tests\*
- Literacy and Numeracy Screenings\*
- Alberta Education Curriculum Implementation Expectations
- Meet the Teacher Evening (September)
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff (twice a year)
- Professional Learning Collaborations (monthly)
- Digital school updates (e-news weekly)
- Monthly Staff meetings
- Monthly Board meetings
- Monthly School Council meetings and communications
- Report Card comments and indicators
- Google Classroom Communications from teachers
- Parent/Teacher/Student Conferences (twice a year)
- Information Night (January)
- Parent information sessions from community experts
- Student focus groups
- Open-door policy to address student, parent and staff concerns

*\*Results from these measures can be found in our [AERR](#).*

## Provincial Domain: Student Growth and Achievement

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 1:</b> Student learning is improved</p> <p><b>Outcome 1:</b> Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Continue to support New K-6 curriculum implementation through PLC and divisional meetings.</li> <li>● Pilot new curriculum for 7-9 in the 2026-2027 school year</li> <li>● Increase emphasis on financial literacy and career planning.             <ul style="list-style-type: none"> <li>○ Review the extent to which the new/current provincial curriculum includes instruction focused on career and financial health education.</li> <li>○ Continue use of Junior Achievement (Junior high) and Junior ATB Financial Literacy (grades 5-6).</li> <li>○ Increase the school counsellor's role to include career counselling as we work toward High School Planning</li> </ul> </li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Provincial Achievement Tests (Grade 6 and 9)</li> <li>● Literacy and Numeracy Screens</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Pre-testing for enrichment and remediation</li> <li>● Report Card results and comments</li> <li>● Cat4 Assessments</li> <li>● IXL Assessment</li> <li>● Locally developed writing Assessments</li> <li>● Counsellor's Report delivered to the Board twice per year</li> </ul>

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 1:</b> Student learning is improved</p> <p><b>Outcome Two:</b> Students will become academically creative risk-takers.</p> <p><b>Goal 3:</b> Students' Emotional Needs Are Supported</p> <p><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Continue to in-service staff on a variety of sound pedagogical approaches to ensure they support the development of student competencies as they teach towards the curricular outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Project-Based Learning/Inquiry/Creative Problem Solving and Kolbs Experiential Learning Cycle</li> <li>○ Cooperative Learning</li> <li>○ Direct instruction on Executive Functioning Strategies across all grades</li> <li>● Improve Independent Studies (I.S.) <ul style="list-style-type: none"> <li>○ Independent Learning Models have been explored, and teachers are implementing new ways to increase engagement. These include Divisional models of inquiry learning that are developmentally appropriate. <ul style="list-style-type: none"> <li>■ Kindergarten to Grade 3: Wonder Learning</li> <li>■ Grades 4-6 Discovery Learning</li> <li>■ Grades 7-9 Investigations <ul style="list-style-type: none"> <li>● Feedback from the Grade 9 focus group regarding investigations led to the development of a new model of Independent Study, which was implemented in the 2025-2026 School year.</li> </ul> </li> </ul> </li> <li>○ Engagement of the school community through Independent Study Fairs</li> </ul> </li> <li>● Individual Program Plans (IPPS) and Advanced Learning Plans (ALPs) <ul style="list-style-type: none"> <li>○ Utilize a strengths-based approach to developing IPP and ALP goals</li> <li>○ In the 2025-2026 school year, a new model for IPPs was implemented in Grades 7-9. This strength-based model of Advanced Learning Plans for gifted students provided our students with greater autonomy, leading to increased engagement.</li> </ul> </li> <li>● Increased programming for creative learning <ul style="list-style-type: none"> <li>○ Curricular and Extracurricular activities will be programmed to utilize alternative learning spaces (Makerspace, Outdoor Classroom).</li> <li>○ Leverage emerging technology to improve student engagement and student learning.</li> </ul> </li> </ul>
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<p>Measures and Evidence</p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Alberta Education Assurance Survey: Student Learning Engagement</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: In the 2024 Board Survey, Students indicated a need for increased creativity, imagination, innovation, risk-taking, ingenuity, originality, and inventiveness in their schoolwork.</li> <li>● Board surveys include questions rating the efficacy of the IPPs and the new ALPs model. Strategies will be adjusted based on this feedback. A school-created survey for the new model was administered to students and parents in May of the 2025/2026 school year to assist with planning for the upcoming school year.</li> </ul>
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	<p>The feedback for this model is in favour of continuing for the upcoming year.</p> <ul style="list-style-type: none"> <li>• Evidence that students have met or exceeded their IPP and ALP goals</li> </ul>
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## Provincial Domain: First Nations, Métis, and Inuit Student Success

	<p><b>Statement of Acknowledgement:</b> While we have a few self-identifying First Nations, Métis, and Inuit students at NHS, we work to improve the educational outcomes for FNMI students through instructional supports that honour their identities and ensure equitable access to resources.</p>
<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 1:</b> Student learning is improved for First Nations, Métis and Inuit (FNMI) Students through culturally responsive teaching and inclusive learning practices.</p> <p><b>Goal 2:</b> First Nations, Métis and Inuit (FNMI) Students will benefit from opportunities for positive interaction.</p> <p><b>Goal 3:</b> First Nations, Métis and Inuit (FNMI) students' emotional Needs are supported.</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>• Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.</li> <li>• Teachers integrate FNMI “ways of knowing” and appropriate FNMI activities into their instruction.</li> <li>• Assign Indigenous Teacher Leads from each division to collaborate, plan and provide resources for teachers and students to increase FNMI Success.</li> <li>• Expand FNMI learning and library resources.</li> <li>• Connect with local Indigenous groups (ie, Metis Crossing) to increase Indigenous understanding.</li> <li>• Increased visibility throughout the school, celebrating the culture of FNMI people</li> <li>• Maintain Equity, Diversity and Inclusion practices as previously developed with Dr. Farha Shariff and continue to implement inclusive practices throughout the school.</li> <li>• Utilize a strengths-based approach in the development of IPPs and ALPs</li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Local Measures:</b></p> <ul style="list-style-type: none"> <li>• Board Surveys <ul style="list-style-type: none"> <li>○ Positive feedback from students and staff on our inclusivity measures</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Evidence of FNMI perspectives embedded in classroom instruction</li> <li>● Evidence that students have met or exceeded their IPP goals</li> </ul>
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**Provincial Domain: Learning Supports**

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 2:</b> Students will benefit from opportunities for positive social interaction</p> <p><b>Outcome 1:</b> Students will develop positive interdependence skills.</p> <p><b>Goal 3:</b> Students’ Emotional Needs Are Supported</p> <p><b>Outcome 2:</b> Students will become creative risk takers emotionally</p>
<p><b>Strategies</b></p>	<p>Student interaction activities will be increased in a variety of ways, including, but not limited to, these examples:</p> <ul style="list-style-type: none"> <li>● Buddy Activities <ul style="list-style-type: none"> <li>○ Students engage in cross-grade collaborations in a variety of ways. Students in upper grades are paired with students in lower grades to build relationships, provide academic and social mentoring and foster community.</li> </ul> </li> <li>● Increase House (Air, Fire, Water, Earth) events. <ul style="list-style-type: none"> <li>○ All students are members of one of our four House Teams. These teams meet throughout the year to participate in collaborative and competitive activities, including STEM activities and intramural events.</li> </ul> </li> <li>● Clubs and Extra-Curricular Sports <ul style="list-style-type: none"> <li>○ Students can participate in a variety of clubs and sports throughout the year. These include, but are not limited to: Junior High Sports as part of the Elk Island Athletics Association; Chess Club, School Reach, and Lego Club.</li> </ul> </li> <li>● Social-Emotional Learning <ul style="list-style-type: none"> <li>○ Teachers utilize several social-emotional learning tools, including Growth Mindset, Self-Regulation Strategies, Conflict Resolution, and Mindfulness.</li> <li>○ Development of a Scope and Sequence for Social-Emotional Learning to improve consistency of language throughout the grades, as well as provide additional support for parents and caregivers in the social-emotional development of their child(ren).</li> <li>○ Expansion of counselling program to a .5 FTE school counsellor.</li> </ul> </li> </ul>

<b>Measures and Evidence</b>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Alberta Education Assurance Survey: Access to Supports and Services</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys</li> <li>● Stakeholder Forum: Stakeholders indicated that additional mental health and social-emotional supports are needed for our students.</li> <li>● Student Feedback</li> <li>● Evidence that students are regularly working with students in other grades</li> </ul>
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<b>Charter Goals and Outcomes</b>	<p><b>Goal 2:</b> Students will benefit from opportunities for positive social interaction</p> <p><b>Outcome 2:</b> Students will become socially creative risk-takers.</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Increase Service-Learning Opportunities <ul style="list-style-type: none"> <li>○ Students are encouraged, through Individual Program Plans (IPPs) and Advanced Learning Plans (ALSPs), to create leadership goals which provide service to students throughout the school. These may include fundraisers for charitable organizations, peer-to-peer tutoring as part of our Buddy Activities, and lesson plans developed by students and delivered to groups outside their classroom.</li> </ul> </li> <li>● Increase understanding of active citizenship and create more opportunities for students to engage within the school community.</li> <li>● Junior High Options, such as Leadership. <ul style="list-style-type: none"> <li>○ These options offer students opportunities to take on leadership roles both within the school and in the broader community.</li> </ul> </li> </ul>
<b>Measures and Evidence</b>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: Students, Parents and Teachers emphasized the importance of opportunities for social interactions both in class and throughout the school.</li> <li>● Stakeholder Forum: Stakeholders indicated the importance of increased instruction on conflict resolution and citizenship within the classroom.</li> <li>● IPP input forms</li> </ul>

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 3: Students' Emotional Needs Are Supported</b></p> <p><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p> <p><b>Outcome 2:</b> Students will become creative risk takers emotionally</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Maintain and increase School Counselling Services <ul style="list-style-type: none"> <li>○ Expansion of counselling services through the hiring of a .5 FTE school counsellor</li> <li>○ Maintain a partnership with ECSS to consult on complex cases</li> </ul> </li> <li>● Maintain human resources to support the more challenging student needs (eg, EA, counsellor, Occupational Therapist, Speech Pathologist, etc).</li> <li>● Research ways to increase universal supports to students.</li> <li>● Maintain Classroom Supports for student needs <ul style="list-style-type: none"> <li>○ Furniture, self-regulation tools, Sensory room items, etc.</li> </ul> </li> <li>● Increase school-wide classroom instruction on Executive Functioning skills that help us plan, meet goals, and demonstrate self-control.</li> <li>● Increase school-wide classroom instruction on metacognition and giftedness to help students understand their own giftedness and develop strategies for success.</li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Alberta Education Assurance Survey: Access to Supports and Services</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Survey</li> </ul>

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## Provincial Domain: Teaching and Leading

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 1:</b> Student learning is improved</p> <p><b>Goal 2:</b> Students will benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Development of a Communication Protocol to ensure communication is effective, timely, and multi-directional communication.</li> <li>● Support the leadership capacity through professional</li> </ul>

	<p>development and experiential learning for Curriculum, Indigenous Learning and Student Engagement.</p> <ul style="list-style-type: none"> <li>Establishment of Parent/Volunteer Orientation Sessions to ensure understanding around our Code of Conduct, Behaviour Management, IPPs, Assessment and Reporting and Learning Approaches.</li> </ul>
Measures and Evidence	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>Alberta Education Assurance Survey: Parental Involvement</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>Board Survey</li> </ul>

### Provincial Domain: Governance

Charter Goals and Outcomes	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
Strategies	<ul style="list-style-type: none"> <li>Increase Parent/Caregiver Engagement through volunteering, fundraising, School Council, FANHS, and the NHS Board.</li> <li>The Board High School Ad Hoc Committee will continue to investigate the establishment of a New Horizons high school program. The board is committed to engaging stakeholders in high school planning (i.e., a Focus Group with grade 9 students).</li> </ul>
Measures and Evidence	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>Alberta Education Assurance Survey: Parental Involvement</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>The Board Survey included additional questions on High School Programming.</li> <li>Feedback from students through a focus group with the school Administration</li> <li>Stakeholder Forum: Parents met to discuss priorities for establishing a high school program.</li> </ul>

## Implementation Plan

Resources Needed	Professional Learning Required	Process for Monitoring
<ul style="list-style-type: none"> <li>● Targeted funding for Social Emotional Supports</li> <li>● Targeted Funding for specialized supports, including increased FTE for school counsellors,</li> <li>● Targeted funding for Speech Language Pathologist and Occupational Therapist Consultation</li> <li>● Targeted funding for literacy and numeracy assessment, including teacher release time.</li> <li>● Funding for new curriculum implementation, including teacher release time and resources.</li> <li>● Funding for part-time FTE for Student Support Teacher to improve outcomes for Gifted learners</li> </ul>	<ul style="list-style-type: none"> <li>● Training for teachers on Social Emotional Learning through a gifted lens</li> <li>● Training for staff on FNMI teaching and learning</li> <li>● Training for staff on pedagogical practices for new curriculum implementation and the current curriculum</li> <li>● Remaining current with gifted education research.</li> <li>● Training for staff on best practices with assessment.</li> <li>● Building leadership capacity for the Student Support Teacher position to improve outcomes for Gifted learners</li> </ul>	<ul style="list-style-type: none"> <li>● Report to the Board at monthly meetings</li> <li>● Monthly reports at Senior Admin meetings to review progress of goals</li> <li>● Classroom observations</li> <li>● Monthly PLCs for staff to engage in collaborative conversation to improve Charter Goals and Growth Plans</li> <li>● Monthly divisional meetings to address student needs and maintain targets for IPP and ALP goals</li> </ul>

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## Budget Summary

Follow [this link](#) for the 2026-2027 budget.

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## Capital Plans

Follow [this link](#) for the 2026/27 to 2028/29 capital plan.